Slide 1

The Department of Education (DE) presents the Preschool Orientation webinar for the Statewide Voluntary Preschool Programs that have adopted the Iowa Quality Preschool Program Standards. Penny Milburn and Judy Russell, early childhood consultants, are facilitating this webinar today. This webinar is intended for new districts awarded the Statewide Voluntary Preschool Program for Four-Year-Old Children in 2010-2011 and all Statewide Voluntary Preschool Program districts and partners following the Iowa Quality Preschool Program Standards. This webinar would be extremely helpful to districts as they prepare for an IQPPS Verification Visit.

In this webinar we will be discussing the Iowa Quality Preschool Program Standards and the verification process. In order to allow us to best serve the needs of districts, there is a Poll that is part of today's webinar. There are 3 questions for you to answer at the beginning of this webinar and another 3 questions at the end.

Slide 2

In this webinar we will provide an overview of the IQPPS including the required criteria contained within those program standards. Then we will talk about the IQPPS verification visit including the assurances of Chapter 16 and the verification process itself.

We will hold all questions until the end of our webinar at which time we will address them as time permits.

Slide 3

While this webinar is about the IQPPS Program Standards and the Verification Visit, it is essential to also review some of the Assurances of Chapter 16. Districts assure that all requirements of Chapter 16 are in compliance. Annually districts are required to complete the Assurance page on the Early Childhood Application on the DE website. These Assurances will also be reviewed at the IQPPS Verification visit. These Assurances include:

- <u>Appropriately endorsed teachers</u> all teachers are appropriately endorsed. We will cover a little more depth later in this webinar.
- A minimum of 10 hours of instruction is provided;
- <u>Integration with other Preschool Programs</u> It is the intent of the law for the Statewide Voluntary Preschool Program to be integrated with other programs.

Programs with whom districts should be integrating include:

Early Childhood Special Education – the Statewide Voluntary Preschool Program classrooms are a perfect site to include preschool children on IEPs.

Head Start and/or Shared Visions – combining children who are funded through Head Start or Shared Visions with those funded through the Statewide Voluntary Preschool Program in the same classroom provides for maximum use of dollars.

• <u>Collaboration</u> - Districts are encouraged to expand the preschool program to include community partners. The district is expected to maintain the partnerships detailed in the application to the best of their ability. If after attempts to maintain a relationship, the partnership between the district and one of the community partners dissolves, it is essential that the district document all attempts to rectify the situation prior to dissolution.

Secular Instruction – All faith-based partners must ensure that, from the time instruction supported by Statewide Voluntary Preschool Program funds starts until the time such instruction ends, no religious instruction takes place. There is to be no interruption or "sprinkling" of such instructional time for any faith-based purpose. The burden of compliance is on the district. Districts are encouraged to include this agreement in the contract verbiage with the faith-based partner.

<u>Professional development</u> for district teachers should be addressed in their Career Development Plans. It is the expectation that districts will work with their AEA early childhood consultants for professional development that is appropriate for early childhood. The district professional development for K-12 staff, may not be appropriate to preschool staff and their time may be better used for early childhood specific areas or developing their IQPPS classroom portfolio.

Any professional development offered for district teachers must be made available to a non-district teacher.

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As you all know, Chapter 16 requires all sites offering the Statewide Voluntary Preschool Program, Early Childhood Special Education, and/or early childhood sites serving children on an IEP must adopt one of the three approved program standards. Districts indicated the program standard each site would be following in the SWVPP application.

If the site is following:

- Head Start the district will enter into an agreement with the local Head Start Grantee to monitor the classrooms.
- National Association for the Education of Young Children Standards and Criteria Accreditation (NAEYC) – the district will report their progress to achieve accreditation. The district and partners must meet NAEYC standards in the second year of implementation or select another standard.
- Iowa Quality Preschool Program Standards (IQPPS) the district will receive a verification visit from the Department of Education (DE). A verification visit typically takes place during the 2nd year of Statewide Voluntary Preschool Program implementation.

Changing Standards

If the site intends to switch standards, this must occur prior to the beginning of the school year. The district must contact Judy Russell or Penny Milburn to make this change no later than June – prior to implementation. The district will also need to update the Early Childhood Application on the DE Secure Reporting Site.

If the district changes from Head Start or NAEYC to IQPPS, an IQPPS Verification Visit will occur during the school year of IQPPS implementation. For example, if a district's accreditation with NAEYC expires in February and they intend to change to IQPPS, the district must implement the IQPPS during the school year that NAEYC expires and notify the DE the summer before. An IQPPS Verification Visit will be scheduled for that school year.

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Now we are going to talk specifically about the Iowa Quality Preschool Program Standards. The Department of Education (DE) reviewed other state's early childhood program standards and national research regarding program standards and criteria. Due to the research and comprehensive information of the National Association for the Education of Young Children (NAEYC), the IQPPS are based on all 10 of the NAEYC program standards and 45% of the NAEYC program criteria. The Iowa Quality Preschool Program Standards (IQPPS), were drafted, then finalized and adopted by the State Board of Education by the spring of 2004. The standards were developed to be used in programs with 3-and 4-year-old children.

The IQPPS is designed to be a continuous improvement process with potential to culminate with accreditation from NAEYC. It is expected that all districts and community partners work with the AEA to determine placement on the Self-Assessment and develop an action plan to achieve compliance for all

criteria. The Implementation Guide can be found on the SWVPP website under Guiding Practices – Program Standards.

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IQPPS standards mirror NAEYC standards

You can see that they are all areas of importance when working with preschool age children. They are: Relationships

Curriculum

Teaching

Assessment of Child Progress

Health

Teachers

Families

Community Relationships

Physical Environment

Leadership and Management

Districts and partners address all 10 areas in order to provide quality preschool programming. Frequently you will see that the term "Teaching staff" is used throughout the Standards and Criteria. The term "Teaching Staff" is defined as both teachers and associates working in the classroom.

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Standard 1 – Relationships – The criteria in Standard 1 – Relationships ensure that the program promotes positive relationships among all children and adults to encourage each child's sense of individual work and belonging as a part of the community and to foster each child's ability to contribute as a responsible community member.

There are 2 required criteria in Standard 1.

- 1.3 Staff never use threats or derogatory remarks nor threaten to withhold food as a form of discipline. This criterion is self-explanatory and would be evidenced through the classroom portfolio and the classroom observation. We would expect to see positive interaction between staff and children.
- 1.7 Teaching staff counter potential bias and discrimination by:
 - Treating all children with equal respect and consideration;
 - Initiating activities and discussions that build positive self-identity and teach the valuing of differences;
 - Intervening when children tease or reject others;
 - Providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations; and
 - Avoid stereotypes in language references.

Districts sometimes struggle with this criteria. All bullets must be addressed. It is important to remember to provide models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations. Children should have exposure to all types of items addressed in these criteria. In the classroom we would expect to see posters of non-stereotypical jobs, such as a female police officer or a male ballet dancer. We would also expect to see evidence of differing abilities and multiple cultures or ethnicities. The toys, posters, books may not be reflective of the community; however, they should be reflective of the world.

Standard 2 – Curriculum – aligns with the requirements in Chapter 16 for a research or evidenced-based curriculum. This standard ensures that the program implements a curriculum that is consistent with the goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language and cognitive.

We would expect to see intentional teaching and strategizing to include the domain areas from Standard 2 in all experiences and centers in a classroom.

Criterion 2.18 addresses the area of Language Development. It states that: *Children have varied opportunities and materials that encourage them to engage in discussions with one another.*We would expect to see the classroom environment rich with opportunities for children to actually engage with one another. The classroom would allow for child-initiated conversations, not just teacher-initiated conversation.

Criterion 2.20 addresses the area of Early Literacy. It states that: Children have varied opportunities to:

- Be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs;
- Be read to regularly in individualized ways including one-to-one or in small groups of two to six children;
- Explore books on their own and have places that are conductive to the quiet enjoyment of books;
- Have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books;
- Be read the same book on repeated occasions;
- Retell and reenact events in storybooks
- Engage in conversations that help them understand the content of a book;
- Be assisted in linking books to other aspects of the curriculum;
- Identify the parts of books and differentiate print from pictures.

We would expect all of these bullets to be evident in the classroom and portfolio. Frequently staff participate in Every Child Reads Training 3-5 to enhance this criterion.

Criterion 2.23 addresses Early Mathematics. It states that: *Children are provided varied opportunities* and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.

This is also an area where districts struggle. We would expect to see evidence of mathematics in all activity centers and include more in-depth concepts other than counting to a specific number.

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Standard 3 – Teaching – ensures the program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's goals.

Criterion 3.9 states: Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g. those who can use the toilet independently, who are in the library area, or who are napping).

All children must be supervised by sight. There are extenuating circumstances where children may not be visually supervised, such as those indicated in the criteria. All teaching staff need to be cognizant of this criterion and know where children are at all times even if they are not visually present for a short period of time.

Standard 4 – Assessment of Child Progress – aligns with the requirement of Chapter 16 for a research or evidenced-based ongoing assessment. This standard ensures that the program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on child learning and development. The assessment occurs within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing teachers about sound decisions, teaching and program improvement. Criterion 4.6 is no longer a documented criterion. The Department of Education does not promote the use of staff-developed assessment methods. Through IQPPS Verification Visits, the staff noted the use of multiple teacher-made checklists that did not align with the curriculum or the lowa Early Learning Standards. Districts and partners are to utilize a research –based systematic, ongoing assessment that drives instruction and aligns with the curriculum and the lowa Early Learning Standards.

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Criterion 4.11 states that: Teachers interact with children to assess their strengths and needs to inform curriculum development and individualize teaching.

This criterion is one of the most challenging for a majority of the state of Iowa. Teachers should constantly be assessing children to they know where they currently perform, what comes next and develop a strategy to help them achieve.

The DE and the AEA have worked together over the last 2 years to strengthen the professional development system in order to assist teachers in ongoing assessment to inform individualized instruction.

Criterion 4.14 states that: Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.

Families should be an integral part of the assessment process. It is essential that communication to and from home inform the assessment process. This criterion is met by a multiple pronged approach: The required home visit is a natural way to elicit family goals for the child and what the child can and cannot do at home. Working together to achieve not only the goals from the classroom but also the goals the family has for their child on an ongoing basis, drive the home/school connection and child success. Families should know and understand the assessment process and be invited frequently to provide insight into the achievement level of their child. Many curricula (such as Creative Curriculum) have a family assessment and communication component that, if utilized correctly, would greatly strengthen this criterion.

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Standard 5 – Health – promotes the nutrition and health of all children and protects children and staff from illness and injury.

Criterion 5.2 states that: At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for children, is always present with **each group** of children. When the program includes swimming and wading and when a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR, is present in the program at all times.

We encourage districts and partners to provide pediatric first aid and CPR to all staff members to ensure that a certified person is always present.

Standard 6 – Teachers – ensures the program employs and supports a teaching staff that has the educational qualifications, knowledge and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

Criterion 6.1 states that: When working with children, all teaching staff demonstrate the ability to:

- Interact with children without using physical punishment or any form of psychological abuse:
- Recognize health and safety hazards and protect children from harm;
- Encourage and provide children with a variety of opportunities for learning;
- Encourage and provide children with a variety of social experiences;
- Adapt and respond to changing and challenging conditions in ways that enhance program quality;
- Communicate with children and their families.

This criterion is very self-explanatory. We would expect to see all bullets evidenced in the classroom observation and portfolio.

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Criterion 6.3 states that: Teachers are licensed by the Iowa Board of Educational Examiners and hold an early childhood endorsement.

The district and community partners providing the Statewide Voluntary Preschool Program or serving a child on an IEP must abide by this criterion about appropriately licensed teachers. Teachers must have a valid practitioner's license issued by the BOEE under lowa Code chapter 272.

Statewide Voluntary Preschool Program:

The teacher endorsement must include general education prekindergarten. The appropriate teaching endorsements are:

Teacher Endorsement #100 -- Prekindergarten through grade three, including special education;

Teacher Endorsement #103 - Prekindergarten through kindergarten; and

Teacher Endorsement #106 - Prekindergarten through grade three.

A Class B conditional license is also an appropriate license if it is for PK-3 including special education or PK-K. If teachers do not hold one of these endorsements they should apply to BOEE for a conditional license now!

Note: If a teacher has an Early Childhood Teacher – Special Education 15.2 (19) endorsement (also known as #223) is not an appropriate endorsement to teach in the Statewide Voluntary Preschool Program because it does not include preschool general education. The teachers may apply to the Board of Educational Examiners for a Class B Early Childhood conditional license in one of the two acceptable teaching endorsement areas.

Special Education Classrooms and Early Childhood Sites Serving Children on IEPs

In a general education classroom that includes both children on an instructional services IEP and those who are not, the teacher must hold a general education prekindergarten endorsement. The appropriate teaching endorsements are:

- Teacher Endorsement #100 -- Prekindergarten through grade three, including special education;
- Teacher Endorsement #103 Prekindergarten through kindergarten; and
- Teacher Endorsement #106 Prekindergarten through grade three.

The teacher providing special education services for all children on an instructional services IEP in an early childhood setting must hold an Early Childhood Special Education teacher endorsement

- Teacher Endorsement #100 Prekindergarten through grade three, including special education;
 or
- Early Childhood Teacher Special Education 15.2 (19) endorsement (also known as #223).

Long-term Substitutes

The department understands that on occasion a Long-term Substitute is needed to provide instruction. The substitute does not need to hold one of the three PK teaching endorsements. The guidelines from the BOEE are the same for preschool as they are for K-12. A long-term sub may not substitute longer than 90 days in one classroom; after 90 days, the district administrator needs to write a letter to BOEE requesting an extension. Districts are not to begin the school year with a long-term substitute. Appropriate Teacher Endorsements

All SWVPP districts must ensure that teachers in all settings currently hold an appropriate teacher license including an early childhood endorsement. Some teachers may be licensed and hold a Class B Conditional endorsement for early childhood education. It is important that districts continue to monitor the progress of these teachers in achieving an endorsement. Failure to do so will jeopardize preschool funding and may possibly result in an ethics violation.

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Criterion 6.4 states that: Assistant teachers – teacher aids (staff who implement program activities under direct supervision) have a high school diploma or GED and:

50 percent of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent;

100 percent of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent.

This requirement is for all associates working in the Statewide Voluntary Preschool Program. In order to comply with this criterion, associates must have one of the following:

- A Child Development Associate or a CDA
- A Paraeducator generalist Level I AND Level II Early Childhood
- An associate's degree in early childhood or a related field
- Two years of college in early childhood or a related field
- · Four years of college in early childhood or a related field

If the associate has an associate's degree, two years of college or four years of college, the district must ensure that there is a staff development plan in place addressing how early childhood expertise is being provided in order to guide the curriculum.

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Standard 7 – Families – ensures that the program establishes and maintains two-way, collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language and culture.

There are no required criteria in Standard 7 – Families. Districts will be asked to evidence two-way communication with families to ensure that the families know what occurs in the classroom and that the school knows pertinent information from home. Also addressed is the families' role in assessment and the transition process.

Districts are encouraged to review all of the criteria to ensure that they are being addressed.

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Standard 8 – Community Relationships – ensures the establishment of relationships with and uses the resources of the children's communities to support the achievement of program goals.

There are no required criteria for Standard 8 – Community Relationships.

Districts are encouraged to review the criteria to ensure that they are all being addressed.

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Standard 9 – Physical Environment – ensures that the program provides a safe and healthful environment with appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment and materials to facilitate child and staff learning and development.

Criterion 9.1 states that: A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes:

- Dramatic play equipment;
- Sensory materials such as sand, water, play dough, paint, and blocks;
- Materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and
- Gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding.

We would expect to see evidence of materials and equipment that address all of the stated bullets. Criterion 9.6 states that: *Program staff provide for an outdoor play area that is protected by fences or by natural barriers to prevent access to streets and to avoid other dangers, such as pits, water hazards, or wells.*

We expect a fence around all outdoor play areas.

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Criterion 9.9 states that: There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas.

We would expect to see a map of the classroom or school indicating the square footage. It is important to remember that this is usable space and does not include bookshelves, teacher's desk or other areas where children cannot move around.

This is also a requirement for DHS so partners that are licensed child care centers will have no difficulty providing this evidence for the program portfolio.

Criterion 9.10 states that: Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas.

Districts should have a board policy that indicates adherence to the ADA requirements. Since this is also a DHS requirement, partner sites will also be able to provide evidence of adherence.

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Criterion 9.12 states that: *Program staff protect children and adults from hazards, including electrical shock, burn or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping.*

This is self-explanatory. Please be sure to include outlet covers in all areas where children are present during the day. This would include the cafeteria.

Criterion 9.13 states that: Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site.

Please make sure that staff take out the first-aid kits to the playground or on field trips.

Criterion 9.14 states that: Fully working fire extinguishers and fire alarms are installed in each classroom and are tagged and serviced annually. Fully working carbon monoxide detectors are installed in each classroom and are tagged and serviced annually. Smoke detectors, fire alarms, and carbon monoxide detectors are tested monthly, and a written log of testing dates and battery changes is maintained and available.

Districts should ensure that unless the building is equipped with sprinklers, there is a fire extinguisher in each classroom – not in the hallway – but in the classroom. A fire alarm and carbon monoxide detector that are tagged and serviced annually are also in each classroom. Smoke detectors, fire alarms and carbon monoxide detectors are tested monthly and a log of dates and battery changes is available. Evidence of inspection and monthly testing/battery changes should be included in the program portfolio.

If there is an established building fire alarm system and routine monitoring schedule by an outside entity, please note that for the verification visit.

Criterion 9.15 states that: Any body of water, including swimming pools, build-in wading pools, ponds, and irrigation ditches, is enclosed by a fence at least four feet in height, with any gates child proofed to prevent entry by unattended children. To prevent drowning accidents, staff supervise all children by sight and sound in all areas with access to water in tubs, pails, and water tables.

A four-foot high fence should protect children from any body of water outside or in a pool area and all water play needs to be supervised.

Criterion 9.19 states that: The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.

This criterion is self-explanatory especially living in the state of lowa. The district and partners should have policies stating that the site is smoke free.

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Standard 10 – Leadership and Management – addresses effective implementation of policies, procedures and systems that support stable staff and strong personnel, fiscal and program management so all children, families and staff have high-quality experiences

Criterion 10.2 states that: The program administrator has the educational qualifications and personal commitment required to serve as the program's operational and pedagogical leader. The administrator:

- Has at least a baccalaureate degree;
- Has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management (which can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.);
- Has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting and assessing young children; teaching and learning processes; and professional practices and development.

There should be one named administrator for the Statewide Voluntary Preschool Program. Some districts have multiple partners who all have administrators at their site; however, for the IQPPS the administrator is designated by the district. The administrator is the person in the district who knows and understands the early childhood programs.

Now that we have discussed the standards and criteria for the IQPPS, we will now provide information about the IQPPS Verification Visit.

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Typically IQPPS Verification Visits occur during the second year of implementation of the Statewide Voluntary Preschool Program. Since there are 146 new districts and consortiums, the IQPPS Verification Visits will occur over a two-year period during 2011-2012 and 2012-2013. We will provide a list of districts and the year of the Verification Visit following this webinar.

Districts that were awarded in year 1, 2 and 3 of the SWVPP will receive IQPPS Verification Visits incorporated into their School Improvement Visits.

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If the Verification Visit is scheduled during the same year as the school district receives a School Improvement visit; the IQPPS is conducted simultaneously and is part of the School Improvement process.

Occasionally districts "grow their program" and add partners during their IQPPS Verification Visit year, those partners are included in the district visit.

Districts need to ensure that the community partners in the SWVPP and those early childhood sites serving children on IEPs are quality and meet the requirements. If children being served in a partner site are counted for Certified Enrollment or IMS, the partnering preschool is included in the verification process.

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Who is included in the verification visit?

The IQPPS Verification team will take a sampling to include one from each category:

- District SWVPP classroom;
- A faith-based preschool partnering with the SWVPP;
- A private child care/preschool partnering with the SWVPP;
- Early Childhood Special Education segregated classroom; and
- An early childhood site serving a preschool child on an instructional services IEP (including prekindergarten programs).

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The IQPPS Verification Visit is an onsite visit conducted by one of the DE early childhood consultants. AEA Early Childhood Consultants are also integrated in the Verification Visits for districts that are not located in the consultant's AEA. The AEA early childhood consultants will conduct the majority of the activities related to the classroom and the DE consultant will focus more on overall programming, requirements of Chapter 16 and policy.

Depending on the size of the district and the number of community partners, an IQPPS Verification Visit may last from 1 to 4 days. The DE consultant will contact the district in the summer prior to the visit to arrange the visit dates. A draft schedule not including the specific names of teachers or programs will be sent to the district within the month of the visit. Information about specific programs/teachers that will be observed is disclosed on the first day of the visit.

Ultimately, the IQPPS Verification Visits will be incorporated into the School Improvement process. Districts should anticipate an IQPPS Verification Visit at the next School Improvement visit.

The district administrator works with the DE consultant to prepare for the IQPPS Verification Visit. The DE consultant will work with the administrator throughout the verification process to ensure that the district and partners are meeting the requirements of Chapter 16 and the Iowa Quality Preschool Program Standards.

Every year districts are required to update the Early Childhood Application. It would be prudent that all districts ensure that this data has been submitted at this time. The purpose of the Early Childhood Application to ensure that districts are complying with the requirements of Chapter 16 in the provision of the SWVPP and inform the DE of all early childhood programs including early childhood special education. The Early Childhood Application also provides the DE consultant data in order to begin the preparation for an IQPPS Verification Visit. In addition to this annual update, the district is responsible for a number of other items surrounding the IQPPS Verification Visit:

<u>Prior to the visit,</u> the district administrator:

- Needs to update all classroom information in the Early Childhood Application. It is from this
- Provides information to the DE Consultant regarding all sessions of Statewide Voluntary Preschool Program classrooms, Early Childhood Special Education classrooms and early childhood sites serving children on an IEP.
- Works with partners to prepare for the visit.
- Secures the Team Room location. The location must be private and secure to allow for team conversation and safety of confidential materials.
- The district administrator ensures that all necessary items are in the Team Room by the morning of Day 1 including:
 - All classroom portfolios;
 - Program portfolio;
 - District staff files and community partner staff files, if applicable;
 - Child files; and
 - Teacher names for programs not following the IQPPS to assure appropriate teacher licensure.
 - The district administrator arranges for:
 - Family Interview for 1 hour (include parents from all sites and with children on IEPs);
 - Facilities tour for each site following the classroom observation;
 - Classroom observer to meet with teacher after classroom observation to clarify any criteria (ensure appropriate ratios are maintained during meeting); and
 - Teacher Interview for 1 hour (Optional at the discretion of the DE Consultant).

During the visit, the district administrator:

Is available to the DE Consultant to answer questions or provide additional information/evidence throughout the Verification Visit.

- Provides an Overview Presentation to the Verification Team on the morning of Day 1.
- Arranges and participates in the Summary Meeting at the end of the last day for district administration.
- The DE Consultant will include the following in the Summary Meeting:
- Brief summary of visit; and
- Final report and verification determination will be sent at a later date.

Please note: IQPPS Verification status will not be finalized during visit.

The district administration may include community partners at the Overview and the Summary Meeting. After the visit, the district administrator:

- As needed, work with the DE consultant, district staff and community partners as applicable to prepare and implement a corrective action plan based on the IQPPS Verification Visit; and
- Continue to lead the program toward continuous improvement.

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These are the elements of an IQPPS Verification Visit.

Prior to the district overview, the IQPPS Verification Team will meet privately to discuss the day Overview – The Overview offers the Verification Team a global view of the program and partners so typically the entire IQPPS team is present for the presentation. Districts may, at their discretion, include community partners. Information could include development of the grant, discussion of partners, fiscal arrangements with partners, family involvement and support, district demographics, professional development, vision for the future.

Following the Overview presentation, the Team begins the document review and classroom observations. Checklists that align with the criteria are completed for each element of the visit (Facility Tour, Classroom Observation/Portfolio, Child Files, Family Interview, Program Portfolio and Staff Files). It is our goal to find information through a variety of means to support the adherence to the IQPPS criteria. Thus, there are multiple opportunities for district and teachers to present evidence. The AEA staff are usually responsible for the 1 hour classroom observation. In addition, they will review the accompanying classroom portfolio and child files, as well as conduct the facility tour. This way, the AEA team member is able to glean a clear picture of this particular session.

The Classroom Portfolio is designed to reflect the preschool experience for a particular group of children. So if a teacher teaches the same age and make up of children in the morning and as she does in the afternoon, one classroom portfolio is required. If there is a variation of teacher, type of children, or classroom; the teacher is required to develop a separate classroom portfolio specific to the multiple groups of children. For instance, if a teacher teaches a group of 4 year old children including children on IEPs in the morning and in the afternoon teaches just those children on IEPs; two classroom portfolios would be required. There are two distinctly different groups of children and their experiences will be different.

The facility tour is conducted in all of the areas where the children spend their day. Obviously the classroom and playground would be included; but don't forget the bathrooms, common areas and/or lunch room.

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The Program Portfolio is reflective of the district and community partners' policies, procedures and evidence of compliance. There should be one Program Portfolio for the early childhood program inclusive of district and community partners. Many of the items required in the Program Portfolio are policy and/or procedures. The use of your Early Childhood Advisory Council would be beneficial in developing a common set of policies for early childhood. Frequently, the DE consultant will ask to take the Program Portfolio the day before to begin the review.

We will always conduct a Family Interview, typically in the evening to accommodate the busy schedules of families. If you have a one day visit, frequently the Family Interview is scheduled for the evening before. The expectation is that family representation includes district programs, all partner programs and families with a child on an IEP.

Depending on the size of the district and number of community partners, there may be a separate teacher interview. The DE Consultant will provide more information as necessary.

At the end of the IQPPS Verification Visit the Team and administration will participate in the Summary Meeting. The district is encouraged to invite community partners to this meeting. It is not

recommended that teachers attend the Summary Meeting. Districts and community partners should not anticipate a verification determination at the visit.

At the meeting the IQPPS Team will discuss the strengths of the district and recommendations for improvement for the early childhood programs, including community partners.

As the IQPPS Team conducts observations, interviews and reviews documents for the IQPPS standards and criteria, they also review the Assurances. If the Team finds information that is contradictory to the Assurances, this will be noted as a noncompliance issue. Any Assurances and/or Required Criteria not met will be identified at this time.

It is our goal to find information through a variety of means to support the adherence to the IQPPS criteria. Thus there are multiple opportunities for district and teachers to present evidence. The team utilizes checklists for each review. These checklists are on the SWVPP website. Districts are strongly encouraged to contact the AEA for assistance in IQPPS Verification.

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In order to determine if all of the 172 criteria are met, the Team reviews each criterion using the information gleaned from observations, interviews and reviews of documents. Each criterion is discussed and consensus reached. Comments are made for criteria that are not met to assist the district in developing a Corrective Action Plan. Comments are also made on those items which represent a strength for the district.

After the IQPPS Verification Visit, the DE consultant uploads the comments to the Early Childhood Application. The district reviews the comments and develops corrective action plans as necessary. In order to receive an IQPPS Fully-Met Verification status, districts must meet all Assurances, 23 Required Criteria and 85% of the remaining criteria in each standard. Corrective Action Plans for the unmet Assurances and Required Criteria must be completed within 45 days of the visit. Other Remaining Criteria not met must have a corrective action plan developed within 45 days of the visit and completed within in year from the date of the visit. A district will not be verified until all plans have been completed.

A final report to provide a summary of the Verification Visit will be sent to the Superintendent within 2 months.

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Additional information about the Iowa Quality Preschool Program Standards can be found at the Statewide Voluntary Preschool Program website seen on this slide. The IQPPS information is in the Guiding Practices section under Program Standards.

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We will answer your questions at this time. Please be sure to answer the Poll on this webinar so we can best know how to inform districts and community partners.

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This is the contact information for Judy Russell and Penny Milburn. Please feel free to contact either of them for more information about the Statewide Voluntary Preschool Program for Four-Year-Old Children or the Iowa Quality Preschool Program Standards.

You are also encouraged to contact the AEA early childhood consultant in your area for direct assistance to implement the program standards.

Thank you for your participation in this webinar.